

Dean Zampelli  
ITC 527  
U.S. History Unit-Understanding by Design Model

### Stage 1: Desired Results

Established Goals:

PA- Pennsylvania Academic Standards

Area 8.3.: United States History

Grade 8.3.9: GRADE 9

**Standard A:** Identify and analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1920.

**Standard B:** Identify and analyze primary documents, material artifacts and historic sites important in United States history from 1787 to 1920.

**Standard C:** Analyze how continuity and change has influenced United States history from 1787 to 1920.

**Standard D:** Identify and analyze conflict and cooperation among social groups and organizations in United States history from 1787 to 1920.

**Unit Objectives:**

Students will identify and analyze the events and people in United States history from 1870-1920.

Students will develop an understanding of how the United States became a world power during this time period.

Understandings:

The past influences the present and the future.

Individuals have the power to make positive changes in society.

Conflict is inherent in human nature.

Regulations in business and government are necessary in society.

The United States is a world power.

The Progressive movement still has an impact in our society.

Women had to work tirelessly to gain the right to vote.

The press can influence opinions and events in society.

International trade has been essential to the emergence of the United States as a world power.

Conflict has helped the U.S. become a world power.

Essential Questions:

Why is the U.S. a world power?

Was women's suffrage generally accepted in the U.S. at the turn of the century?

What struggles did women endure to gain the right to vote?

How has man generally resolved problems throughout history?

Why are there regulations in business and government?

What is the Progressive Era and what are the lasting legacies from the Progressive Era?

Has international trade always been important for the U.S.?

Has the press every influenced events in our society and in the world?

What effect can the press have on changing or molding public opinion?

Has the influence of the press ever been controversial?

<p>Students will know:</p> <p>Describe early reforms in business in government and business</p> <p>Identify the goals of the Progressive movement</p> <p>Explain how muckrakers brought change to government and society</p> <p>Describe reforms passed under President Roosevelt, Taft, and Wilson</p> <p>Discuss the struggle for women's suffrage</p> <p>Discuss how the U.S. became involved in Asia</p> <p>Explain the importance of the U.S. having a port in the Pacific Ocean</p> <p>Discuss the role of the U.S. in the Spanish-American War</p> <p>Describe Theodore Roosevelt's foreign policy</p> <p>Explain why the Panama Canal was built</p> <p>Describe the causes of World War I</p> <p>Identify the events that lead the U.S. to enter the war</p> <p>Discuss how war changed the lives of Americans at home</p> <p>Explain how the U.S. helped the Allies win the war</p> <p>Describe the Treaty of Versailles and its weaknesses</p> <p>Explain how propaganda was used during the war</p>	<p>Students will be able to:</p>
<p><b>Stage 2: Assessment Evidence</b></p>	
<p>Performance Tasks:</p> <p>Students will complete exercises related to each chapter's objectives. These include curriculum based worksheets and activities such as: short answer, fill-in-the-blank, correcting true/false questions, identifying the main ideas, and critical thinking written responses.</p> <p>Students will also view United Streaming videos from Discovery Education and complete exercises related to the videos.</p> <p>Students will demonstrate understanding of the objectives by achieving passing grades on chapter tests in the unit.</p>	<p>Other Evidence:</p> <p>Students will participate in review games in preparation of their chapter tests. Students will demonstrate learning by their performance during these games. Students who do well will receive bonus points on their chapter tests. All review games will be played without the use of notes or their textbook. Without using notes or their books, students will demonstrate knowledge of the material.</p>

## Stage 3: Learning Plan

Learning Activities:

### Initiating Activity

The teacher will present an Xtranormal video to emphasize the importance of studying history. Hopefully, this video will not only entertain, but also stimulate discussions about the importance of studying history.

### Guided Learning Activities

For Chapter 15, The Reformers:

The teacher will introduce vocabulary from the chapter and the students will complete vocabulary exercises that will include defining important words from the chapter and completing publisher-made exercises.

Students will read Section One with the teacher.

Students will complete the Section One study guide to supplement the section reading.

Students will complete a true/false exercise where they must correct false answers to assess learning for this section.

Students will read Section Two with the teacher.

Students will complete the Section Two study guide to supplement the section reading.

Students will list two facts for each opinion presented related to the material presented in Section Two. Students will also respond to the critical thinking prompt: What is a reform you think is needed today?

The teacher will read excerpts from the The Jungle by Upton Sinclair to demonstrate the importance of the muckrakers and how it connects to today.

Students will read Section Three with the teacher.

Students will complete the Section Three study guide to supplement the section reading.

Students will complete a matching exercise to assess learning for this section.

Students will view *America in the 20th Century: The Progressive Era*, from Discovery Education. The teacher will review the video and make connections from the chapter.

Students will also complete exercises from Discovery Education.

For Chapter 16, Expansion Overseas:

The teacher will introduce vocabulary from the chapter and the students will complete vocabulary exercises that will include defining important words from the chapter and completing publisher-made exercises.

Students will read Section One with the teacher.

Students will complete the Section One study guide to supplement the section reading.

Students will complete a short answer exercise to assess learning for this section.

Students will respond to the critical thinking prompt: Do you think the U.S. has the right to control other countries?

Students will read Section Two with the teacher.

Students will complete the Section Two study guide to supplement the section reading.

Students will complete a matching exercise to assess learning for this section.

Students will read Section Three with the teacher.

Students will complete the Section Three study guide to supplement the section reading.

Students will complete a fill-in-the-blank exercise to assess learning for this section.

For Chapter 17, World War I:

The teacher will introduce vocabulary from the chapter and the students will complete vocabulary exercises that will include defining important words from the chapter and completing publisher-made exercises.

Students will read Section One with the teacher.

Students will complete the Section One study guide to supplement the section reading.

Students will complete a comparison chart and a timeline exercise to assess learning for this section.

Students will read Section Two with the teacher.

Students will complete the Section Two study guide to supplement the section reading.

Students will complete a short answer exercise to assess learning for this section.

Students will create posters to encourage Americans to remain neutral during World War I. A rubric will be used to assess the posters.

Students will read Section Three with the teacher.

Students will complete the Section Three study guide to supplement the section reading.

Students will complete a cause and effect exercise to assess learning for this section.

Students will complete the Section Four study guide to supplement the section reading.

Students will complete a true/false exercise where they must correct the false answers to assess learning for this section.

Students will view *America in the 20th Century: World War I: The War in Europe*, from Discovery Education. The teacher will review the video and make connections from the chapter. Students will also complete exercises from Discovery Education.

### Culminating Activity

Students will participate in chapter review games to demonstrate learning and prepare for each chapter test. The games are all developed using Power Point and contain material from the chapters and questions taken from the chapter tests.

The games will include: What is the Truth, What is my Name?, and Wheel of Fortune.

**What is the Truth:** Students are given four choices. Three of the statements are false. The students must pick the true statement.

**What is My Name?:** Students are given a statement about a person, event, vocabulary, or concept, and four choices. Students must pick the correct choice.

**Wheel of Fortune:** Students are given index cards with a number from 1-8. Students are asked to write a review question from the chapter. The teacher "spins" the wheel.

When the wheel hits the number on the index card, the student chooses who will receive the question on their card.

Games can be played as teams or as individuals. Students can earn bonus points for their performance on the games or the games can just be used to review for the chapter tests.

Students will benefit from these activities because they will have additional exposure to the material, they will be motivated during the course of study so they can perform well in front of their peers, and they can earn bonus points on their tests. All games will be played without the use of study guides and their textbook. Also, auditory learners will hear material and questions from the chapter and visual learners will see questions that are taken from the test.

### Materials and Resources

Microsoft Power Point

Computer

Power Point Games

Internet Access

Digital Projector (optional)

Student Text:

Pearson Learning Group (2004). *Pacemaker United States History, 4<sup>th</sup> Edition*.

Parispany, NJ: Pearson Education, Inc.

Power Point game and tutorial websites:

<http://it.coe.uga.edu/wwild/pptgames/>

<http://its.leesummit.k12.mo.us/powerpoint.htm>

<http://jc-schools.net/tutorials/PPT-games/>

<http://facstaff.uww.edu/jonesd/games/index.html>

Streaming Videos

America in the 20th Century: The Progressive Era. United Learning

(2002). Retrieved April 19, 2009, from Discovery Education:

<http://streaming.discoveryeducation.com/>

America in the 20th Century: World War I: The War in Europe. United Learning

(2002). Retrieved April 19, 2009, from Discovery Education:

<http://streaming.discoveryeducation.com/>

Movie making website

<http://www.xtranormal.com/>